

Buckeye Union High School

ARIZONA SCHOOL REPORT CARD 2003-04

902 Eason Avenue, Buckeye, AZ 85326

Buckeye Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

Year 1

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Bernie Garcia
Schedule : 8:00 AM to 4:30 PM
Grades : 9-12
2003 Enrollment : 1106
Web Address : www.buhsd.org
Phone Number : (623) 386-9714
Fax Number : (623) 327-2699
E-mail : bernieg@BUHSD.org

Mission

Our mission is to develop Honor & Accountability, to promote Wisdom & Knowledge, and to encourage service to others.

School / Academic Goals

- Students will demonstrate improvement in grammar usage and spelling. All students' composition skills will utilize clearly stated ideas, obvious organization and appropriate tone.
- Students will demonstrate improvement in their analytical ability to determine correct mathematical computations.

Instructional Programs

- Honors Classes
- Extended-day Classes
- ESL
- On-site Special Education

Enrollment

October 1, 2002 School Year Student Enrollment : 1134
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 2

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 50 minutes
First Day of School : 8/7/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 4 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum
- ü Improvement Plan

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	63.50
Other Professional Staff	5.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	2	0	0
4 to 6 years	7	0	0	0
7 to 9 years	10	3	0	0
10 or more years	11	10	0	0

Shared Responsibilities

School

To provide our students with a comprehensive education that promotes the democratic values of our society, that emphasizes the self-worth of our students and instills the interpersonal skills necessary to interact constructively with others.

Parents

Provide adequate nutrition, shelter and guidance. Ensure student attendance. Offer support to the school and its ideals.

Resources Available at School Site

Special Facilities

- ü Computer Labs and Library
- ü Vocational Labs

Extracurricular Activities

- ü Student Government/Athletics
- ü FBLA/FFA/SAAD
- ü Close-Up/Culture Club
- ü Spanish/French Club

Social Services

- ü Counseling Services
- ü Health Services
- ü Crisis Intervention/School Resource Prg.
- ü Community Classes

Transportation Policy

The district provides bus transportation for those living outside of the Buckeye city limits. Transportation is a service and privilege that is not required of the school districts and can be revoked.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Implementing the Professional Learning Communities framework with a focused approach to teacher development, interventions promoting student success resulting in a 24% increase in AIMS Writing scores, and attainment of the academic standards.
- ü A dual enrollment program partnering with local community colleges allows students to simultaneously earn credit toward a high school diploma and postsecondary degree. Last year, 85 students took this opportunity of starting their college career.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü National FFA Foundation Scholarship Recipient	2003
ü Daimler Chrysler Corp Scholarship Recipient	2003
ü Monsanto/American Farm Bureau Award	2002
ü Military Academy Appointments	2002

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	98	95	94	96
Transfers Out ³	19	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	10	10	10	9
Promotion Rate ⁶	93	99	98	95
Retention Rate ⁷	7	1	2	5
Dropout Rate ⁸	6			8
Status Unknown ⁹	5			76
Graduation Rate ¹⁰	79			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	270	385	57534	94	95	91	491	491	491	42	42	46	20	21	16	31	27	23	7	10	15
All Students (Prior Year)	267	267	51010	NA	NA	NA	475	475	483	56	56	45	18	18	20	17	17	23	9	9	11
Female	127	186	28155	95	96	90	495	493	491	36	38	47	20	22	16	37	30	24	7	9	14
Male	143	199	28932	93	93	89	487	490	491	48	45	46	21	20	15	25	24	23	7	11	16
African American	NC	14	2558	NC	100	86	NC	490	475	NC	45	64	NC	18	15	NC	27	16	NC	9	6
Hispanic	119	150	17547	92	94	86	494	492	475	44	46	64	20	20	15	25	25	15	10	9	6
Asian/Pacific Islander	--	NC	1395	--	NC	96	--	NC	519	--	NC	22	--	NC	16	--	NC	28	--	NC	35
American Indian/Alaskan Native	NC	NC	3794	NC	NC	91	NC	NC	468	NC	NC	72	NC	NC	13	NC	NC	12	NC	NC	3
White	130	206	29790	91	91	86	489	492	501	41	40	34	20	22	17	33	27	29	5	11	20
Students with Disabilities	25	41	5562	96	98	93	459	458	461	67	80	79	33	20	10	0	0	8	0	0	3
Students without Disabilities	245	344	51972	94	94	90	491	492	492	42	41	45	20	21	16	31	28	24	7	10	15
Limited English Proficient Students	57	68	5467	127	142	111	NA	NA	458	NA	NA	87	NA	NA	7	NA	NA	5	NA	NA	1
Migrant Students	16	20	702				599	581	471	0	0	74	0	0	9	50	60	14	50	40	3
Economically Disadvantaged	269	285	10446				491	490	472	42	43	70	20	20	13	31	31	13	7	6	4
Non-Economically Disadvantaged	NC	100	47088				NC	495	495	NC	39	42	NC	23	16	NC	19	26	NC	19	17

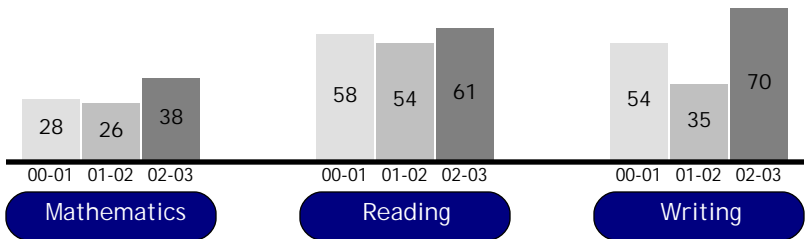
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	267	388	56700	93	95	89	509	511	512	14	12	15	25	24	23	54	56	52	7	8	10
All Students (Prior Year)	266	266	50525	NA	NA	NA	503	503	517	17	17	12	29	29	22	44	44	51	10	10	15
Female	127	190	27862	95	98	89	520	520	517	5	5	12	23	23	22	63	63	54	9	9	12
Male	139	196	28398	91	92	88	499	502	507	21	19	19	27	26	24	46	49	49	6	7	9
African American	NC	12	2529	NC	86	85	NC	502	495	NC	18	24	NC	36	31	NC	36	41	NC	9	4
Hispanic	116	146	17305	90	91	85	506	505	494	12	14	24	31	31	31	50	49	41	7	6	4
Asian/Pacific Islander	NC	NC	1382	NC	NC	95	NC	NC	530	NC	NC	6	NC	NC	17	NC	NC	59	NC	NC	17
American Indian/Alaskan Native	NC	NC	3815	NC	NC	91	NC	NC	489	NC	NC	29	NC	NC	35	NC	NC	35	NC	NC	2
White	126	209	29209	88	92	84	511	514	525	15	12	9	21	21	17	57	59	59	7	8	15
Students with Disabilities	27	45	5215	104	107	87	472	473	478	50	33	43	25	44	29	25	22	25	0	0	2
Students without Disabilities	240	343	51485	92	94	89	510	512	513	13	12	15	25	23	23	55	57	52	7	8	11
Limited English Proficient Students	54	62	5378	120	129	109	NA	NA	471	NA	NA	48	NA	NA	36	NA	NA	15	NA	NA	0
Migrant Students	17	19	689				539	534	486	0	0	31	0	0	36	80	83	30	20	17	2
Economically Disadvantaged	266	279	10358				509	508	492	14	14	26	25	26	33	54	53	37	7	7	4
Non-Economically Disadvantaged	NC	109	46342				NC	517	516	NC	9	13	NC	20	21	NC	62	54	NC	10	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	280	400	55090	98	98	87	474	475	479	14	13	16	16	18	13	70	69	70	0	0	0
All Students (Prior Year)	241	241	50572	NA	NA	NA	461	461	481	26	26	14	39	39	23	35	35	63	0	0	1
Female	134	197	27752	101	102	89	484	483	483	8	9	13	9	12	12	83	79	75	0	0	0
Male	145	202	26842	95	95	83	463	466	474	20	18	20	22	24	15	57	58	65	0	0	0
African American	NC	12	2336	NC	86	78	NC	443	464	NC	27	25	NC	27	14	NC	45	62	NC	0	0
Hispanic	123	156	16391	95	98	81	467	467	458	13	13	28	17	18	16	70	69	56	0	0	0
Asian/Pacific Islander	NC	NC	1356	NC	NC	93	NC	NC	499	NC	NC	7	NC	NC	9	NC	NC	83	NC	NC	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	129	208	29053	90	92	84	478	478	492	15	13	8	16	18	12	69	69	79	0	0	0
Students with Disabilities	23	38	4141	88	90	69	433	443	436	40	25	47	40	63	18	20	13	35	0	0	0
Students without Disabilities	257	362	50949	99	99	89	475	476	479	13	13	16	16	17	13	71	70	71	0	0	0
Limited English Proficient Students	64	75	4711	142	156	96	NA	NA	422	NA	NA	61	NA	NA	13	NA	NA	26	NA	NA	0
Migrant Students	22	25	666				491	485	444	0	0	39	0	17	11	100	83	50	0	0	0
Economically Disadvantaged	280	296	10168				474	472	453	14	15	32	16	17	18	70	68	50	0	0	0
Non-Economically Disadvantaged	--	104	44922				--	481	484	--	8	13	--	22	13	--	70	73	--	0	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	98	35	35	43	100	33	33	37	98	32	37	41
	Language	96	30	30	41	100	28	30	38	99	30	34	42
	Mathematics	96	53	53	59	100	60	58	56	100	51	56	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

BUHS continues to provide a safe and supportive environment for a quality and comprehensive education where all students can achieve their full potential as responsible, ethical and productive members of society.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Bernie Garcia	(623) 386-4423
Transportation Policy	Don McLaughlin	(623) 386-9757
Community Resources	Bernie Garcia	(623) 386-4423
School Nutrition Programs	David Chanko	(623) 386-9703
Parent Organization		
Student Health/Nurse	Molly Johnson	(623) 386-4423

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (-). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards